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ABSTRACT

This document describes the Ethnic Heritage Studies Program for the Atlanta Public Schools, for the period of 1975-76. This program, funded by Title IX of the U.S. Office of Education Public Law 92-318 developed materials for use with teachers and students in five ethnic areas: Afro-American, Asian-American, Greek-American, Hispanic-American, and Jewish-American. The overall goals of this project were to prepare for implementation of a course of study concerning ethnic groups' influence on the culture of the U.S.; to identify and assemble materials to implement ethnic heritage studies, and to develop a process for training teachers in the use of these materials. Resource units on each of the identified ethnic groups were written incorporating historical data as well as art, music, religion, and literature. The units were written to relate specifically to the ethnic group in the Atlanta area. Evaluation procedures were planned in several areas. Teachers' attitudes toward ethnic groups and their attitudes toward teaching ethnic heritage in the classroom were measured. Students' knowledge about ethnic groups were also measured. Further evaluation strategies included evaluation of materials by classroom teachers as part of the staff development component. Findings, indicated that the objectives to develop the resource packets, field test them in local schools, and make them available to other school systems were achieved. Students were tested for their attainment of knowledge after being taught by teachers and project staff members. It was found that their knowledge achievement was at a significant level. Teacher attitudes were positively changed. (Author/AM)

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RESEARCH AND EVALUATION REPORT

VOL. X, NO. 6 OCTOBER, 1976

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ETHNIC HERITAGE STUDIES

FINAL REPORT

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Atlanta Public Schools

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RESEARCH AND EVALUATION REPORT

Vol. X, No. 6 October 1976

ETHNIC HERITAGE STUDIES
1975-76

A FINAL PERFORMANCE REPORT

Submitted to the

U. S. Office of Education
Ethnic Heritage Studies Branch

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INTRODUCTION

The Ethnic Heritage Studies Program for the Atlanta Public Schools, during the grant period 1975-76, has focused on developing materials for use with teachers and students in five ethnic areas — Afro-Americans, Asian-Americans, Greek-Americans, Hispanic-Americans, and Jewish-Americans.

The Ethnic Heritage Studies Program is a federally-funded project under Title IX of the United States Office of Education, Public Law 92-318 as amended.

This document is the end-of-the-year report. It covers the period of July 1, 1975, through September 30, 1976, which includes the three-month extension granted by the Office of Education.

GOALS AND OBJECTIVES

The overall goals of the Ethnic Heritage Studies Project were pursued in an effort to increase understanding and appreciation among students of different cultural backgrounds.

Specifically, the goals of the project were:

1. To prepare for implementation of a course of study concerning the influence of a variety of ethnic groups on the culture of the United States, particularly those ethnic groups represented in the Atlanta student population.
2. To identify and assemble materials which will enable teachers to easily implement ethnic heritage studies programs appropriate to the varying interests and ability levels of the eleven- to fourteen-year-old student.
3. To develop a process for training teachers in the use of ethnic heritage study materials which can be easily adapted by local school staffs to meet the needs of their particular student population.

The activities of the program related to teacher resource packets for use with upper elementary-age children and appropriate staff development activities for teachers.

The objectives of the Ethnic Heritage Studies Program were stated as:

1. A series of teacher resource packets adapted from existing Ethnic Heritage Studies materials and appropriate to children aged eleven to fourteen years will be developed, field tested, and published in readily exportable form for use by local school units and other school systems by the end of the project year.
2. A guide for staff development activities based on an easily understood and readily adaptable process will be developed, field tested, and published in readily exportable form for use by local school units and other school systems by the end of the project year.

In the effort to achieve these objectives, the Advisory Council worked closely with the staff members during the planning and writing phases and during the staff development workshops.

Resource units on each of the identified ethnic groups were written incorporating historical data as well as art, music, religion, and literature. In addition, the units were written to relate specifically to the ethnic groups in the Atlanta area. Resource units followed the model for Ethnic Heritage resource packets as described in the project proposal.

ADVISORY COUNCIL

The members of the Ethnic Heritage Advisory Council represented all ethnic groups identified in our project, as shown in our midterm report. Several of the council members had teaching experience in the afternoon schools for their own ethnic group's children. Also included on the council were individuals who are members of the faculties of Georgia State University, Clark College, and Atlanta University in addition to several religious leaders from ethnic groups. See Appendix A for complete membership list. Agendas and minutes of meetings will be found in Appendix B.

The council membership was completed by the October meeting in order that the group could work most efficiently. During the year, as word spread in the community of the council, several individuals visited the council meetings and shared their expertise with the council.

Activities during the year were numerous and varied for the council. At the September meeting, the council discussed the differences and implications of the terms ethnic, cultural, and multicultural.

Suggestions were made by council members to the writers for concepts and ideas to be included in the curriculum. It was suggested that the economic and political aspects of ethnic groups be included in the curriculum.

The council gave further aid to the staff in identifying phrases that would be basic to social communication in all cultures. Activities were to be developed in each of the ethnic materials for communication. During the year, draft samples of the curriculum were presented to the council for additions, revisions, and deletions.

The council took an active role in selection of materials to be placed in each of the schools. There were demonstrations of materials from the Anti-Defamation League on stereotyping. Discussion followed presentation of each of the materials as the council debated the best use for the materials.

Extensive discussion by council members followed the showing of the film, What Is Ethnicity, by Educational Design, Inc. Several council members thought too many ideas had been included in the film. Members debated the use of the stereotype of the Chinese laundry and its use in the film. The question arose whether young viewers' ideas would be strengthened in the area of the stereotype. It was determined that the staff and council would have to look carefully at all materials to be chosen.

Anthropologist, Dr. Veleria Fennell, from Georgia State University, spoke to the council on current research in Atlanta. Her project, Atlanta Ethnic Groups Project, concerns the views ethnic groups in Atlanta have about the Atlanta area.

Since meetings were held monthly, the council was kept informed of the development of the project. In addition, the council helped develop the list of community resources available from each ethnic group. Teachers would be able to call upon each of the individuals or organizations for help in the specific area listed as their area of expertise. In summary, the Advisory Council of the Ethnic Heritage Studies Project influenced, suggested, aided, and generally contributed greatly to the project.

At the final council meeting, the group met for lunch prior to the formal meeting. Invited guests included Dr. Alonzo A. Crim, Superintendent; Dr. Jarvis Barnes, Assistant Superintendent for Research and Evaluation; and several members of the Board of Education. The lunch was an "ethnic" lunch. Food had been prepared by various individuals in the style of each ethnic group. Food from each of the five ethnic groups in the project was represented. Following the luncheon, the final Advisory Council meeting was held.

The Council gave final approval on the materials, and they received final reports on the Ethnic Heritage workshops with teachers and reports of the evaluative measures given to teachers and students.

The Advisory Council strongly supported the establishment of an Ethnic Heritage Studies center where all the resources collected could be reviewed by school staff, teaching units would be available, and staff development sessions could be conducted. This proposal was presented to Dr. Alonzo A. Crim, Superintendent of the Atlanta Public Schools, at the final Advisory Council meeting. (See Appendix C.) Dr. Crim stated that, financially and philosophically, it would be impossible to implement this recommendation. He did, however, support the inclusion of Ethnic Heritage studies into the regular curriculum if it was of higher priority than something now being taught. Because social science curriculum was being reviewed, revised, and updated, 1976-77, now was the time to make this assessment. He agreed that staff development was essential and felt that this was an on-going responsibility of the School System, rather than a separate project responsibility. In view of Dr. Crim's recommendations, our revised staff development program will be used to expand the Ethnic Studies curriculum at the seventh grade level. This will be carefully monitored and researched during the 1976-77 school year, providing data for final decisions. The project was able to finance the support materials deemed essential to continue this for 20 additional schools, more than doubling those involved during the year that the project was in operation.

STAFF DEVELOPMENT PROGRAM

Materials

Resource materials on each of the targeted ethnic groups were developed by staff and, whenever possible, commercial or Title IX project-produced resource materials were selected. Advisory Council members assisted in final evaluations and in the development of staff-produced resource packets.

Each school site was provided with the first draft of the resource packets with sufficient quantity of student materials, when developed, plus the complete set of the media (books, audio-visual materials, ditto stencils, etc.) selected to support instruction. Each principal and the school librarian was sent a list of all supplementary media provided with a request that all these materials be acquisitioned into the school media center for utilization by other teachers and by other classes who would be involved in future years. A signed receipt was secured from each school. (See Appendix D.) Teachers were requested to evaluate each item used with the students. Where adequate materials were not available, project staff attempted to produce a set of slides for experimental use (Jewish, Mexican, and Greek). Resource materials were revised, and a specific staff development module related to each ethnic group has been produced. An introductory staff development program module adaptable to several different time frames or situations was produced after our experiences with the pilot teachers and the community resource persons. The Greek and the Cuban materials have been printed. (See Attachments.) The Asian, the Jewish, and the Afro-American materials are being printed. The Staff Development module is in final typing stage, and the remaining Hispanic materials (Mexican and Puerto Rican) are being revised. As materials are printed, they will be forwarded.

Participants

Sixteen 7th grade classroom teachers from 12 sites were identified by the administrative area superintendents. In addition, each area superintendent was requested to assign an area resource teacher to participate in the staff development program so that future staff development programs could be conducted by the area staff members with seventh grade teachers in each area. Three of the four areas did follow through with this request. The project coordinator called on the principal of each school designated by the area as a possible pilot site and explained the purpose of the project and the commitment necessary. Usually a second visit was made to talk to interested teachers unless teachers were available at the first visit. All participants were fully aware of the obligations and the benefits involved, and those who did participate were interested and willing to do so.

Community Resources Directory

The Advisory Council and the staff identified many community resource persons, organizations, and ethnic sites. All were contacted, and many persons became involved in the staff development in assisting with resource material and with Advisory Council activities. Each reference was contacted in May, by letter, concerning willingness to serve as a classroom resource. (See Appendix E.) Very few affirmative responses were received. This contributed to our decision not to produce a community resource directory. The other major influence on this decision was that the Metropolitan Cooperative Educational Services Agency, serving the Metro-Atlanta School Systems, published in December 1975 a complete and comprehensive directory of community resources, including all the ethnic organizations and consulates which we had located and found most helpful in searching for references. It was decided that any effort on our part would be a duplication and that resource people change so rapidly that the list would be out-of-date by the time it was circulated.

Program

Five days of in-service activities were planned and approved by the Advisory Council. (See Appendix F.) Our plan of two sequential days a week of in-service activities for absorbing information and reviewing materials, two additional sequential days, three weeks to organize and complete student preevaluation, and one final day with the last half allocated to questions and working out scheduling details, etc. proved to be most successful. Teachers did not feel overwhelmed; and staff had time to review participant evaluations of each session, contact teachers for clarifications, and readjust preliminary plans to better serve participant needs. Community resource persons and Advisory Council members assisted in the planning and the implementation of each session. In each session, in-depth background knowledge, plus activities that could be replicated with seventh

grade students, were planned. The cultural understanding matrix (as presented in the Project Proposal, page 13, Table 1) was used as a model, and something basic to each of the categories was included in the session related to each of the five target ethnic groups. The first day was planned to introduce participants to each other, to the purposes of the project, and to the concepts essential to understanding ethnicity, attempting to develop awareness and empathy. At the end of each session, participants were asked to evaluate the day's activities. See Appendix G for the form used.

An ethnic luncheon was served on four of the five in-service days. In each instance, the food and customs associated with it was prepared and explained by community resource persons representing the ethnic groups studied that day. Participants became most interested in this aspect of each culture and subsequently prepared samples for their classes as they studied the ethnic group. In several schools, the cafeteria staff assisted.

Instructional Support

The three released teacher staff members assisted each of the pilot teachers, arranged for the community resource persons, set up field trips, and taught special demonstration lessons related to their specific ethnic group. All but one school involved attended the African folktale drama, The Triumph of Ananse, produced by the Spelman College players. Most of the classes had a conducted tour of a Jewish Synagogue, several classes took the Atlanta Black History Tour, and two groups were treated to a Japanese luncheon at a Japanese restaurant. All classes had a two- to three-hour instruction/demonstration by Mrs. Keiko Panter, Japanese staff member, which included not only the "costume-dress," but songs, language, cultural differences in manners and attitudes, and a luncheon or sampling of different oriental foods. Asian Advisory Council members assisted Mrs. Panter with many of these sessions. Mr. Arnold Heller, Jewish staff member, assisted each of the pilot teachers by giving a demonstration lesson on the Jewish culture, and Mrs. Veleria Henson, Afro-American staff member, planned with each teacher the use of specific materials related to the Afro-American culture and returned to observe and assist with student utilization. The community support least available was from the Hispanic group. Mostly Cubans, these persons were employed during school hours or lacked transportation and time to assist with classroom presentations. They were most supportive of the resource materials production and the staff development program, however. In the final evaluation, teachers were most appreciative of the staff support. In fact, teachers questioned whether or not such an instructional program could be implemented without the staff support experienced during the project.

EVALUATION PROCEDURES

The evaluation procedures were planned in several areas. Teachers' attitudes toward ethnic groups identified in the proposal and their attitudes toward teaching ethnic heritage in the classroom were measured. Students' knowledge about ethnic groups was measured in a pretest/posttest format to measure learning during the program. Further evaluation strategies included evaluation of materials by classroom teachers as part of the staff development component.

Teachers' Attitudes

Teachers' attitudes toward the ideas of ethnicity and toward the separate ethnic groups were measured at three different intervals — prior to staff development workshops, after the workshops, and after teaching the curriculum to students.

On a Likert Scale, teachers responded to 15 statements concerning ethnicity. The teachers indicated their agreement or disagreement with the statement on a scale from "Strongly Agree" to "Strongly Disagree" with a value ranging from 1 to 7. Table 1 provides the tabulation of the data. The scale may be found in Appendix H.

Essentially, the attitudes of teachers remained the same throughout the time of the workshops. In two areas, the attitudes showed greater change than in others.

On the statement, "There is one right way to live, to believe, and to behave," five strongly disagreed on the pretest, but after the workshops, 14 disagreed, and after teaching the units to the students, 13 teachers disagreed.

In response to the statement on the pretest, "Stereotypes are difficult to refute," seven teachers either strongly agreed or agreed, and eight teachers disagreed or strongly disagreed. On the final posttest, after

TABLE I

LIKERT SCALE

TEACHERS' ATTITUDES TOWARD ETHNICITY

Teachers' attitudes on ethnicity as expressed prior to the workshops, after the workshops, and after teaching the Ethnic Heritage curriculum. N=18

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
1. There is one right way to live, to believe, and to behave.	Pre	2	3	0	8	5	0
	Post 1	1	0	0	3	14	0
	Post 2	0	1	1	1	13	0
2. The multiethnic curriculum should help students develop their decision-making abilities, social participation skills, and sense of political efficacy as necessary basis for effective citizenship in an ethnically pluralistic nation.	Pre	6	12	0	0	0	0
	Post 1	4	13	0	0	0	1
	Post 2	10	5	3	0	0	0
3. Differences equal deficits.	Pre	0	2	3	10	3	0
	Post 1	0	0	3	7	7	1
	Post 2	1	1	0	8	6	0
4. The multiethnic curriculum should help students develop skills necessary for effective interpersonal and interethnic group interactions.	Pre	7	11	0	0	0	0
	Post 1	7	9	1	1	0	0
	Post 2	8	9	0	0	1	0
5. Differences are strange and therefore to be feared, avoided, or simply tolerated.	Pre	0	0	0	6	12	0
	Post 1	0	0	0	6	12	0
	Post 2	1	0	0	8	8	0
6. The multiethnic curriculum should promote values, attitudes, and behaviors which support ethnic pluralism.	Pre	9	7	1	1	0	0
	Post 1	7	9	1	0	1	0
	Post 2	6	11	0	1	0	0
7. Ethnic groups tend to be isolated from the main stream of American society.	Pre	2	7	6	3	0	0
	Post 1	3	4	3	6	1	0
	Post 2	3	1	1	9	2	0
8. All people in the United States have a common experience.	Pre	3	5	0	8	2	0
	Post 1	4	6	0	8	0	0
	Post 2	2	6	1	6	3	0
9. The multiethnic curriculum should help students to view and interpret events, situations, and conflict from diverse ethnic perspectives and and points of view.	Pre	7	11	0	0	0	0
	Post 1	6	10	2	0	0	0
	Post 2	6	10	1	1	0	0
10. People must learn to share their heritage.	Pre	6	10	1	1	0	0
	Post 1	7	8	3	0	0	0
	Post 2	9	6	2	0	0	0
11. We are all ethnics; we are all members of a minority group.	Pre	3	10	2	2	0	0
	Post 1	3	11	3	0	1	0
	Post 2	4	10	0	3	0	0
12. Stereotypes are difficult to refute.	Pre	3	4	3	7	1	0
	Post 1	1	7	1	5	3	1
	Post 2	0	12	1	3	2	0
13. The multiethnic curriculum should conceptualize and describe the United States as a multidirectional society.	Pre	3	11	3	1	0	0
	Post 1	3	10	4	1	0	0
	Post 2	4	7	5	1	0	0
14. Ethnic pluralism should permeate the total school environment.	Pre	2	10	5	1	0	0
	Post 1	2	8	5	2	1	0
	Post 2	3	10	2	1	0	0

teaching the units and attending the staff development workshops, 12 teachers agreed, and five teachers disagreed or strongly disagreed.

A semantic differential instrument was administered to the teachers in the program. Sixteen pairs of adjectives were used to describe the five ethnic groups. Teachers were to respond as they perceived each ethnic group or each set of adjectives. A mean of the responses, prior to the workshop, after the workshop, and after teaching the curriculum was calculated. Discussion will be limited to those adjective pairs where there was a mean change of $\pm$ 1 on at least one ethnic group.

For the adjective pair "Violent-Nonviolent," the group indicated a positive perceived gain for Hispanic-Americans, indicating they were perceived as less violent at the end of the program. Other ethnic groups that did not change so drastically: Afro-Americans, Jewish-Americans, Greek-Americans, and Asian-Americans.

For the category "Strong-Weak," a total increase was evident. Greek-Americans were perceived as strongest by respondents, with Hispanic-Americans, Jewish-Americans, and Asian-Americans next in gain and Afro-Americans increasing only slightly.

Afro-Americans were perceived as more reliable and more trustworthy, followed by Greek-Americans, Jewish-Americans, Asian-Americans, then Hispanic-Americans.

An interesting mean change occurred on the adjective pair, "Superstitious-Nonsuperstitious." All groups except Jewish-Americans were perceived as less superstitious.

On the adjectives "Sly-Straightforward," the gain of the Afro-Americans was largest. The other four ethnic groups were perceived to have made minimal gains.

Concerning the adjectives "Ambitious-Apathetic," three groups were perceived at the end to be more ambitious than at the beginning: Jewish-Americans, Asian-Americans, and Afro-Americans. Greek-Americans and Hispanic-Americans were seen to be less ambitious.

Table 2 provides average responses for the 18 teachers on each of the adjective pairs for each ethnic group. (The scale will be found in Appendix I.)

Curriculum Evaluation

As part of the evaluation of the curriculum materials themselves, teachers responded in written statements with suggestions for modifying the materials by adding or deleting activities and information. The writers then used these suggestions for the final revision of the material.

Final Evaluation Session, May 27, 1976

Pilot teachers and area resource teachers were reassembled for a final evaluation session the week before the end of the school year.

1. Although teachers were requested to return the resource packets with annotations of suggestions, favorable and unfavorable, only six of the sixteen did so. They did, however, give valuable feedback throughout the day that was discussed, recorded, and, subsequently, used by staff in revising final materials.

2. Specific feedback:

   a. Teachers felt that their attitudes had been challenged, throughout the in-service sessions, to the benefit of each. They became aware of ethnic biases, stereotyping, etc. and felt that they were able to deal with these in the classroom.

   b. Teachers expressed strong need to be better informed and to have available to them materials that would help them and their students to achieve improved understanding of ethnicity.

   c. Being aware of the fact that the Atlanta Public Schools social science and language arts curricula are to be reevaluated and revised, 1976-78, they requested that a strong ethnic studies curriculum be included at the middle grades (sixth through eighth) level, with preparatory units included at the lower grades.

   d. Staff development, forcing participants to face their own feelings and misconceptions, should be required of all teachers and would be more beneficial than the human relations training recently experienced.

TABLE 2

SEMANTIC DIFFERENTIAL
AVERAGE ATTITUDES OF ETHNIC HERITAGE WORKSHOP TEACHERS ON SELECTED CHARACTERISTICS

Terms	Average of Pre Workshop	Average of Post 1 After Workshop	Average of Post 2 After Teaching Curriculum	Terms	Change in Attitude Toward Ethnic Group
Jewish-American					
Passive	5.8	6.0	5.2	Active	-0.6
Violent	4.7	5.0	5.1	Nonviolent	+0.4
Mature	3.8	3.0	3.4	Child-like	+0.4
Superstitious	5.3	5.0	5.2	Scientific (Nonsuperstitious)	-0.1
Dependent	5.3	6.0	5.5	Independent	+0.2
Bright	3.6	3.0	3.1	Dull	+0.5
Lazy	5.4	6.1	5.9	Hard-working	+0.5
Lawless	5.3	6.0	5.6	Law-abiding	+0.3
Disorganized	5.4	6.0	5.8	Systematic	+0.4
Strong	3.6	3.0	2.4	Weak	+1.2
Immoral	5.3	6.0	5.1	Moral	-0.2
Nonreligious	5.2	6.0	5.9	Religious	+0.7
Ambitious	3.0	3.0	2.9	Apathetic	+0.1
Sly	4.4	5.0	5.1	Straightforward	+0.7
Trustworthy	3.9	3.0	3.1	Unreliable	+0.8
Excitable	3.5	4.1	4.3	Poised	+0.8
Asian-American					
Passive	4.7	5.0	4.9	Active	+0.2
Violent	4.7	5.0	4.8	Nonviolent	+0.1
Mature	3.2	3.3	3.4	Child-like	-0.2
Superstitious	3.4	5.0	4.4	Scientific (Nonsuperstitious)	+1.0
Dependent	4.2	5.2	4.9	Independent	+0.7
Bright	3.5	3.0	2.9	Dull	+0.6
Lazy	5.7	6.0	5.9	Hard-working	+0.2
Lawless	5.1	5.2	5.4	Law-abiding	+0.3
Disorganized	5.3	5.3	5.6	Systematic	+0.3
Strong	3.6	3.0	2.6	Weak	+1.0
Immoral	5.1	5.0	5.7	Moral	+0.6
Nonreligious	4.9	5.0	5.6	Religious	+0.7
Ambitious	3.4	3.0	3.3	Apathetic	+0.1
Sly	4.2	4.2	4.9	Straightforward	+0.7
Trustworthy	3.7	3.1	3.1	Unreliable	+0.6
Excitable	4.4	4.3	4.8	Poised	+0.4

Scale: 1-7 N = 18 $\bar{X}$ = 4.

TABLE 2 (Continued)

SEMANTIC DIFFERENTIAL
AVERAGE ATTITUDES OF ETHNIC HERITAGE WORKSHOP TEACHERS ON SELECTED CHARACTERISTICS

Terms	Average of Pre Workshop	Average of Post 1 After Workshop	Average of Post 2 After Teaching Curriculum	Terms	Change in Attitude Toward Ethnic Group
Greek-American					
Passive	4.8	6.0	5.2	Active	+0.4
Violent	4.6	5.0	4.7	Nonviolent	+0.1
Mature	3.5	3.0	3.0	Child-like	+0.5
Superstitious	4.2	4.4	4.8	Scientific (Nonsuperstitious)	+0.6
Dependent	5.3	5.2	4.6	Independent	-0 7
Bright	3.5	3.1	2.8	Dull	+0.7
Lazy	5.4	6.0	5.9	Hard-working	+0.5
Lawless	4.9	5.3	5.4	Law-abiding	+0.5
Disorganized	4.8	5.0	5.5	Systematic	+0.7
Strong	3.7	3.0	2.0	Weak	+1.7
Immoral	5.0	5.2	5.1	Moral	+0.1
Nonreligious	5.0	6.0	5.7	Religious	+0.7
Ambitious	3.0	3.0	3.3	Apathetic	-0.3
Sly	4.9	5.2	5.1	Straightforward	+0.2
Trustworthy	3.4	3.0	2.5	Unreliable	+0.9
Excitable	3.5	5.0	3.8	Poised	+0.3
Hispanic-American					
Passive	4.8	5.0	4.8	Active	0.0
Violent	3.1	4.0	4.5	Nonviolent	+1.4
Mature	3.7	3.2	3.4	Child-like	+0.3
Superstitious	3.4	4.0	4.6	Scientific (Nonsuperstitious)	+1.2
Dependent	3.8	5.0	4.4	Independent	+0.6
Bright	3.4	3.0	3.2	Dull	+0.2
Lazy	4.2	5.0	5.1	Hard-working	+0.9
Lawless	4.0	5.0	4.9	Law-abiding	+0.9
Disorganized	4.2	5.0	4.8	Systematic	+0.6
Strong	3.8	3.0	2.6	Weak	+1.2
Immoral	4.6	5.0	5.1	Moral	+0.5
Nonreligious	5.1	6.0	5.5	Religious	+0.4
Ambitious	3.4	3.0	3.9	Apathetic	-0.5
Sly	4.3	4.0	4.7	Straightforward	+0.4
Trustworthy	3.5	3.1	3.2	Unreliable	+0.3
Excitable	3.1	3.2	3.8	Poised	+0.7

Scale: 1-7 N = 18 $\bar{X}$ = 4.

TABLE 2 (Continued)

SEMANTIC DIFFERENTIAL
AVERAGE ATTITUDES OF ETHNIC HERITAGE WORKSHOP TEACHERS ON SELECTED CHARACTERISTICS

Terms	Average of Pre Workshop	Average of Post 1 After Workshop	Average of Post 2 After Teaching Curriculum	Terms	Change in Attitude Toward Ethnic Group
Afro-American					
Passive	4.7	5.0	4.7	Active	0.0
Violent	3.9	5.0	4.6	Nonviolent	+0.7
Mature	3.7	3.3	3.1	Child-like	+0.6
Superstitious	3.3	5.0	4.1	Scientific (Nonsuperstitious)	+0.8
Dependent	4.0	5.2	4.5	Independent	+0.5
Bright	3.3	3.0	2.9	Dull	+0.4
Lazy	5.4	6.0	5.4	Hard-working	0.0
Lawless	4.7	5.2	5.0	Law-abiding	+0.3
Disorganized	4.6	5.3	5.3	Systematic	+0.7
Strong	3.7	3.0	3.4	Weak	+0.3
Immoral	5.6	5.0	5.6	Moral	0.0
Nonreligious	5.4	5.0	5.4	Religious	0.0
Ambitious	3.9	3.3	2.8	Apathetic	+1.1
Sly	4.1	4.2	5.4	Straightforward	+1.3
Trustworthy	3.4	3.1	2.4	Unreliable	+1.0
Excitable	3.4	4.3	3.8	Poised	+0.4

Scale: 1-7 N = 18 $\bar{X}$ = 4.

e. Support of an ethnic center where teachers could go to get help, review materials, and where a trained and up-to-date staff would be available to support them should be provided by the Atlanta Public Schools or be available within the area.

f. In some instances, resource materials were too voluminous or too scholarly for adaptation by teachers. Many teachers would like to have each lesson written out for them, with all resource and student materials included. It was explained that this small project, with a very tight schedule, could never accomplish this.

g. Specific staff development programs, forcing participant involvement with resource materials and media, should be provided. This was strongly recommended by the area resource teachers who are responsible for staff development programs in the areas.

h. Community resource persons were most helpful in the teacher staff development sessions but not, in most cases, as successful with students. Field trips were considered much more meaningful to students, but limited because of expense. In the case of the Black History tour, project staff was requested to make a slide presentation of this for classroom use, either in preparation for a tour or to replace tour. (This was done during the summer, and slides are now beirg developed.

Student Knowledge Test

To have some measure to determine the effectiveness of the materials with students, a test was constructed in conjunction with the writers of the curriculum materials. The test questions can be found in Appendix J. The means of the pretests and posttests were compared for each of the ethnic groups' subtests and for the test as a whole. Table 3 provides the data for the outcomes.

TABLE 3

TEST FOR DIFFERENCE OF MEANS ON ETHNIC HERITAGE TEST

Test	Number of Questions	Number of Students	$\bar{X}$ Pretest	$\bar{X}$ Posttest	t	p Less Than
Test 1 Asian-Americans	10	654	3	4	10.7	.01
Test 2 Afro-Americans	10	654	5	5	0	--
Test 3 Greek-Americans	10	654	3	3	0	--
Test 4 Hispanic-Americans	10	654	4	5	9.97	.01
Test 5 Jewish-Americans	10	654	3	4	9.25	.01
Test Total	50	654	18	22	26.61	.01

There were ten questions devoted to each of the five ethnic groups for a total of 50 test questions. For the 654 students who were tested on the pretests and the posttests, there was significant increase ($p < .01$) in learning in three of the five ethnic areas: Asian-Americans, Hispanic-Americans, and Jewish-Americans. For the Afro-American and Greek-American portions of the test, the mean of the pretest was the same as the mean of the posttest. For the test as a whole, there was a significant increase in learning (.01) for the students.

SUMMARY

The objectives to develop the resource packets, field test them in local schools, and make them available to other school systems were achieved. Along with those objectives, staff development activities were developed, field tested, and published.

Students were tested for their attainment of knowledge after being taught by teachers and project staff members. It was found that their knowledge achievement was at a significant level.

Attitudes of teachers in the project changed toward the ideas and concepts of ethnicity and for the most part positively in a variety of areas toward each of the ethnic groups involved in the project. Students, teachers, and the population of the metropolitan area should profit from the success of this project.

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Mr. Arnold Heller - 761-5411, ext. 244
Mrs. Veleria Henson - 761-5411, ext. 245
Mrs. Keiko Panter - 761-5411, ext. 253

ETHNIC HERITAGE ADVISORY COUNCIL

Wednesday, February 11, 1976

Agenda

Mr. Henry Jee, Chairman

Mrs. Farrel Thomas, Co-Chairman

Conversation and Coffee

Adoption of minutes of January 14, 1976 meeting

Old Business

Research Design Update - Lowrie Fraser

Ethnic Curriculum Center

Resource People

New Business

Greek-American materials

Spanish-American materials

Proposed Staff Development Plan

Rumor Clinic - Betty Cantor

Brief review of possible Staff Development item

Questions

MINUTES: ETHNIC HERITAGE ADVISORY COUNCIL

FEBRUARY 11, 1976

The Ethnic Heritage Advisory Council of the Atlanta Public Schools met Wednesday, February 11, 1976, 1:00 p.m. to 3:00 p.m.

Mr. Jee called meeting to order. Mrs. Jean Chen was welcomed as a new Advisory Council member replacing Mr. Stephen Chen. Mr. Jee asked if there were any corrections or amendments to the January minutes. The minutes were adopted.

Dr. Sidney Estes reported on reason of absence from January meeting. He was sent by the school system to Philadelphia to look at an alternative school program being used there. The program draws children of all different kinds from all over Philadelphia together and they find out some rich, some poor, some in between, some black, brown and so forth. Students use the city as a classroom providing different kinds of experiences, contacting different kinds of people, learning coping skills. The program provides multi-ethnic experiences.

Dr. Estes also stated to the Advisory Council that this effort is making a significant contribution to Atlanta. This Ethnic Program should make an impact on this school system for betterment of school children. He stated that one of the board members feels that we need to intensify foreign language curriculum in high schools requiring that all students have one course in foreign language.

Mrs. Woodward stated that it should be started in elementary schools.

Dr. Lowrie Fraser passed out samples of possible research design. It would be used before going into to staff development process to find out what their attitudes are. After the workshop the teachers would be retested to see if workshop made any change. There was much discussion on the research sample.

Mrs. Cantor stated she could not respond to this instrument. She felt there should be a place on the form to indicate that you do not accept any of these.

Dr. Estes stated that with research design we are trying to make an assessment of teacher attitudes before staff development and what changes in attitudes occurred after exposure.

It was suggested that words be used on scale instead of numbers.

It was felt that the form forces you to make a decision instead of saying you don't know. Only individual himself can tell what his real ideals are.

Mrs. Woodward suggested that a blank be added to the bottom of form to let them write comments.

Lucy Lorcah stated that when people answer they may be threatened to be truthful and asked could the scale be structured to get across the idea that you aren't making a values judgement? Dr. Fraser replied that we could use

a number system of identification and that only the teacher would know what number they had. Each time they took test they would put that number on it.

Mrs. Henson stated that at a workshop she attended that each person identified their papers with a symbol.

Lucy Lereah stated that testing students is just as important, if we care about finding out if teachers influence children. Students would come out negative if teachers come out negative. We would validate the need for staff development next year.

Mrs. Chen stated that her children attend school in Dekalb County where they are considered as foreigners even though they were born here. Teachers should teach all the students that everybody brought to this country should be treated as an American citizen. Only native American is the Indian, all others are immigrants from another country.

Mr. Jee stated that our project is just a corner stone, touching 5 groups but there are all kinds of ethnic backgrounds. Dr. Estes said we are trying to show that America is made up of various types of groups.

Mrs. Cantor suggested that we use words that fit with each ethnic group.

Mrs. Panter stated that stereotypes are sometimes hard to clean up or define clearly.

Mrs. Bolet stated that prejudices do exist. Everybody looks at Cubans and if you teach them about what they are, people accept them.

Dr. Hudson made motion to authorize project staff with assistance of Mrs. Cantor to go ahead with research design to be used in staff development workshops. The motion carried.

Mr. Jee stated that he would like to recommend that an Ethnic Curriculum Center be established. Mrs. Moon said she thought we would talk about it and maybe from this group a strong recommendation to the Board to establish an Ethnic Curriculum Center where teachers could utilize materials and be assisted through staff development. Mrs. Moon asked if Advisory Council would give their consent to present at next meeting a formal recommendation that could then be discussed. The group agreed.

Mrs. Moon said we need more help with community resources. There will be 12 schools and we will need more resources.

Lucy Lereah reported on the status of the Greek materials. Demetrius Mazacoufa is working with the Greek community collecting and writing materials. The main emphasis is to present the historical background of American Greeks. He has done a lot of interviewing and is collecting information on first immigrants who came to America, and getting information from newspapers, letters, magazines. He will do a narrative for staff to work on. Slides will be made.

Mrs. Bolet reported on the Hispanic materials. She has been doing a lot of reading and interviewing and is trying to get in touch with people and go to see them. Each contact sends her to others.

Mrs. Moon reported on the Staff Development program design. A sheet was passed out giving outline of dates for staff development. Teachers were identified by Area Superintendents. Sixteen classroom teacher and one area person from each of the four areas has been selected to assist in implementing in other schools within the area. Mrs. Moon reported that the staff held a workshop for 28 elementary teachers. The feedback from teachers gave staff a very high rating. The staff will also conduct a forum on Ethnicity for Junior and Senior students during the Atlanta-Fulton County Regional Social Science Fair on February 18.

Mrs. Moon reported on the History Group, Inc. which has developed an Afro-American history tour in Atlanta and a book. They serve as a guide on a bus. It is $3.00 per person. The bus picks up and takes them on tour or you can go on tour by map on your own.

Mrs. Cantor demonstrated one of the materials by the Anti-Defamation League, the Rumor Clinic, with Advisory Council members. Discussion followed. Dr. Estes stated that people have biases in relating information. People hear and say what they want to see and expect to see. Mr. Jee stated it was very good. Mrs. Moon asked if it was something that could be used in staff development. Dr. Hudson replied that they would enjoy. Mrs. Cantor said that it could be used in classroom to teach the same lesson. Dr. Fraser stated that if used with children we should make sure that it doesn't increase stereotypic ideas. Mrs. Cantor said that it was time we confronted stereotypes and proved falsities. Mrs. Panter stated that children don't have stereotypic ideas unless we teach them. Mrs. Woodward stated that some children come to school prejudiced. Mrs. Thomas suggested that we could find out if people have stereotypes. The Rumor Clinic will be part of the package of materials placed in each pilot center.

The meeting adjourned at 3:00 p.m.

ETHNIC HERITAGE ADVISORY COUNCIL

MARCH 10, 1976

AGENDA

Presiding:

Mr. Henry Jee, Chairperson
Mrs. Farrel Thomas, Co-Chairperson

Coffee and Conversation

Minutes of February Advisory Council Meeting

Review of the Staff Development Program
Slides and Discussion by Staff

Staff Evaluation Review - Dr. Lowrie Fraser

Ethnic Heritage Studies Center Proposal

New Business

MINUTES: ETHNIC HERITAGE ADVISORY COUNCIL

March 10, 1976

The Ethnic Heritage Advisory Council of the Atlanta Public Schools met Wednesday, March 10, 1976, 1:00 p.m. to 2:30 p.m.

Mr. Jee called meeting to order and called for corrections or amendments to the February minutes.

Dr. Estes questioned the accuracy of the statement regarding the Rumor Clinic, "The Rumor Clinic will be part of the package of materials placed in each pilot center", and asked that the statement be changed to "The Rumor Clinic will be utilized where found appropriate". The Advisory Council approved this correction. Minutes were adopted.

Mr. Jee introduced Dr. Gene Shropshire from ITC and his student as visitors this month.

Dr. Fraser reported on the staff evaluation. All workshop participants were tested. A section at the bottom requesting comments was not responded to by any participants. Teachers used numbers on tests instead of names in insure anonymity. Dr. Fraser gave some examples of how teachers answered. The test will be given again after staff development to assess changes. Mrs. Cantor asked if Advisory Council could take the test. Dr. Fraser explained that the tests had been examined and modified by Council members. However, copies would be made available along with the results. Mr. Jee asked if results of teacher evaluations would be ready for next meeting. Dr. Fraser answered that it would be preferable to wait until all data was collected before giving results to Advisory Council.

Mrs. Chen asked if teachers were all native born. Dr. Fraser answered that they are all United States citizens. Mrs. Chen stated that if they are not immigrants they will view it differently. Dr. Fraser said that they are the teachers that will be teaching course. Mrs. Henson stated that these are the teachers who will be piloting in system and we need to know their attitudes about 5 ethnic groups.

Dr. Fraser reported that 50 questions have been worked out on each of the ethnic groups. Students will be tested next week. They will be given a pre and a post test. Mr. Jee called for any comments or questions. There were none.

The staff presented a slide presentation of the on-going staff development program.

Mrs. Keiko Panter presented slides from Asian-American Workshop.
Mrs. Veleria Henson presented slides from Afro-American Workshop.
Mr. Arnold Heller presented slides from Jewish-American Workshop and Greek-American Workshop.

The draft of the proposal for an Ethnic Heritage Studies Center, prepared by Mrs. Moon and staff, was handed out.

Dr. Estes asked council to read draft and requested comments and recommendations. He explained that this recommendation to the Board of Education to establish an Ethnic Heritage Center was requested by the Council at the February meeting. It would benefit children and staff of Atlanta Public Schools. Materials and artifacts could be housed in the center and further the development of ethnic studies in our schools.

Mr. Jee stated that he felt center would be worthwhile. After termination of this project, it would enable the Atlanta Public Schools to keep these studies and materials available for utilization.

Dr. Estes stated that at this point the discussion should be on the concept more than on the operational details of such a center. Hopefully, the project will have some residual affect beyond this year.

Dr. Hudson stated that the center would be an excellent idea since only 12 schools are involved this year and the center would enable other schools to teach ethnic studies in future years. Artifacts and materials could be put into some kind of kit for teachers to use when they are going to teach a unit.

Mrs. Cantor stated that it might be of benefit if some of Advisory Council members appear before Board of Education to let them know that the Advisory Council works together and supports the center because of the benefits that could be derived in the community. She asked that the Advisory Council recommend to the Board that a center be established. She suggested that the center could be in a school and that each of the 5 ethnic groups could have a room. Some community groups might wish to donate artifacts for the center.

Dr. Estes stated that staff members had materials that they would like to locate in a center. Mrs. Henson explained for example, many teachers in the workshop were unaware that Mr. Eugene Bales had the African artifacts and that he wold go into classroom to lecture and show these.

Mrs. Chen suggested that materials could be collected and a library be set up. A professional person could classify materials and send catalog to schools.

Mrs. Cantor suggested that funds might be available through the Georgia Bicentennial Committee if it could be tied to the bicentennial.

Dr. Estes stated we would try for support wherever possible.

Mrs. Woodward made motion that draft be adopted and a recommendation from the Advisory Council be sent to the Superintendent and Board stating their support. She also asked Dr. Estes to look into the Ethnic Center from a realistic view determining the availability of funds, where it could be housed, how it could be staffed without cost to school system, etc. and give a report to Advisory Council concerning its development from an official viewpoint.

There being no further business, the meeting was adjourned.

ETHNIC HERITAGE ADVISORY COUNCIL

Wednesday, April 14, 1976

1:00 p.m. - 3:00 p.m.

Agenda

Mr. Henry Jee, Chairman
Mrs. Farrel Thomas, Co-Chairman

Coffee and Conversation

Speaker: Mr. Harold E. Davidson, Staff Volunteer
Atlanta Council, International Visitors
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Old Business: Ethnic Heritage Center - Dr. Sidney Estes, Asst. Superintendent
Instructional Planning and Development,
Atlanta Public Schools and Director,
Ethnic Heritage Project

Evaluation - Update - Dr. Lowrie Fraser

New Business

Project Progress Reports: Staff - Mr. Arnold Heller
Mrs. Veleria Henson
Mrs. Jeannette Moon
Mrs. Keiko Panter

MINUTES: ETHNIC HERITAGE ADVISORY COUNCIL

April 14, 1976

The Ethnic Heritage Advisory Council of the Atlanta Public Schools met Wednesday, April 14, 1976, 1:00 p.m. to 3:00 p.m.

Mrs. Farrel Thomas called meeting to order and called for corrections or amendments to the March minutes. With correction of Dr. James Shropshire's name, minutes were adopted.

Mr. Jee was unable to attend because of a business commitment and several other Advisory Council members were out of town or had religious holidays.

Colonel Harold Davidson reported on the services and programs of the Atlanta Council for International Visitors. He urged Council members to volunteer as hosts and/or interpreters for the many officially approved visitors from all over the world that are programed through this agency. There is a need for volunteers to entertain these guests of our city in their homes for dinner, etc. as well as demands handled by the ACIV language bank. It was agreed that Council and staff would acquaint all members with this essential service and urge them to volunteer.

Dr. Estes gave progress report on status of Ethnic Heritage Center proposal. Acting on request of the Advisory Council, he discussed proposal with Superintendent Alonzo Crim. Dr. Estes reminded Council that at present the Atlanta System, like many other schools and organizations, is experiencing financial problems. Because of this serious financial situation no proposal involving budgetary allocations can be considered for fy '77. Concerning location for center and/or materials collection since no sites, including ISC, has yet been settled on by Administration and Board, no decision can be made. Dr. Crim was not opposed to the concept but was concerned about the imposition it would place on fy '77 budget. Council discussed possibility of securing funds from another source.

Dr. Estes pointed out that Mrs. Cantor, as reported in March minutes. had mentioned possibility of securing funds from Ga. Bicentennial Commission.

Mrs. Moon stated that even if we don't have funds for a person, it might be possible to set up a center housing materials that have been collected by Project and by middle school DICEP staff.

The possibility of the Professional Library being expanded to include a curriculum resources center was discussed. The collection should be held in a separate section if it were made a part of the library, so that everything could be kept together instead of being scattered. It should also be supervised to insure proper utilization and guarantee retention.

Mrs. Chen asked about possibility of offering collection to Atlanta Public Library.

Dr. Estes stated that personally, he would not want to do that, since he felt it should be utilized as much as possible within the Atlanta School System.

Mrs. Moon questioned whether we would be allowed to give it to another group since it was Federally funded for Atlanta Schools.

Dr. Collins suggested that staff investigate the possibility of the gifted high school students working with younger children with the material and doing some of the instruction. This was favorably received by members and Mrs. Moon will follow up with Dr. Jean Fant on this suggestion and report on possibility in May.

Miss Lereah asked if 7th grade ethnic studies would be expanded to next year since only a few teachers know about the materials and the great majority have no knowledge of the efforts of DICEP or the project. Mrs. Panter verified this, reporting this a concern of the teachers involved. The Council discussed the essential staff development component. This and the materials for teachers to review and utilize would be essential.

Alternatives were discussed.

Dr. Ross suggested that members of Advisory Council write letters stating that staff should be supported in its efforts to deal with the ethnic studies in school system.

Dr. Fraser referred Council to the proposal which stated that a learning resources center would be established and catalogs of materials would be sent to all schools.

Mrs. Moon stated that an area resource person in all but one area has participated, and therefore, areas I, II, and IV could implement staff development with all their 7th grade teachers next year. No money for supplementary materials would be available, therefore, the need to set up a center is essential.

Dr. Hudson asked if anything heard from fy '76-77 proposal. Mrs. Moon and Dr. Fraser reported that no notification had been received, but as yet they knew of no proposal that had been negotiated.

Dr. Hudson moved that Advisory Council support efforts for center by whatever means necessary, whether by letter or whatever. Motion carried unanimously.

Council requested that staff put together a minimum proposal for ethnic center as required in the project proposal and send copy to each Advisory Council member for their signed approval or amendments.

Dr. Hudson suggested that Mr. Jee and Mrs. Thomas appoint a committee to go to the Instructional Advisory Committee meeting to discuss the Ethnic Heritage Project.

Dr. Fraser reported on evaluation. Tests from all but 2 teachers have been received. Tests will be scored and then scores broken down in reference to each ethnic group. The questions were written by staff teachers and Mrs. Bolet (Cuban materials).

Mrs. Moon passed out draft of letter to be sent to possible community resource persons, requesting Council members' reactions. Council was reminded of their commitment to supply names of community resource, both persons and organizations. Permission to be listed will be required, therefore the letter. Copy of revised letter is attached.

Mrs. Hamilton asked if there was any age preference, stating that she knows of students who would be happy to speak to classes. It was decided that students would be excellent resource persons.

Miss Lereah suggested that a listing of organizations and/or groups would be more beneficial in the long run, and it was recommended that staff make an effort to contact organizations rather than individuals.

Mrs. Moon reported that Cuban materials are ready for final typing and Puerto Rican and Mexican materials are also ready for final typing. Copies of Greek, Afro and Asian-American materials were handed out. All of the pilot teachers have the materials.

Mr. Heller reported on Jewish materials. They are being typed and edited and should be finished in the next 10 days and ready for printing. Arrangements have already been made with the Temples and Synagogues in Atlanta for the classes to visit and Mr. Heller will investigate these resources.

Mrs. Henson reported that all but one class has been scheduled to see an African folktale, The Triumph of Ananse, at Spelman College. Teacher resource guide and pupil booklets have been reproduced. She stated that she had visited several schools and most of teachers have done some teaching using the materials. She said that some schools will not be able to take Black Heritage Tour, so she plans to make some slides of it.

Mrs. Panter reported on Asian materials. The materials are in the schools. She has visited several schools and at King Middle School she wore Japanese costume and talked to the children. It was a very successful visit. She plans to visit all of the pilot schools and repeat the presentation.

There being no further questions or comments the meeting adjourned at 3:00 p.m.

ETHNIC HERITAGE ADVISORY COUNCIL

May 12, 1976

ISC - 1:00 p.m. - 3:00 p.m.

Mr. Henry Jee, Chairman
Mrs. Farrel Thomas, Co-Chairman

Coffee and Conversation

Old Business:

Ethnic Heritage Center Proposal
Update on Proposal
Final Recommendations

Materials Report

New Business:

Report of Staff - Classroom Implementation

For your information: Evaluation Conference with Pilot Teachers will be on Wednesday, May 26th, 8:30 a.m. - 3:15 p.m. at Atlanta Schools, Instructional Services Center.

MINUTES: ETHNIC HERITAGE ADVISORY COUNCIL
MAY 12, 1976

The Ethnic Heritage Advisory Council of the Atlanta Public Schools met Wednesday, May 12, 1976, 1:00 p.m. to 2:30 p.m.

Mr. Jee called meeting to order and called for corrections or amendments to the April minutes. Minutes were adopted.

The draft of the Ethnic Heritage Center proposal listing the suggestions made by members at the April meeting was reviewed. Mrs. Moon investigated the three suggestions made at April Advisory Council meeting.

1. Gifted high school students working with younger children with the material and doing some of the instruction:

   Mrs. Moon discussed this with Dr. Jean Fant, Gifted Program Coordinator. There are many barriers in using this route. Students contract with the Gifted Program stating what they propose to do and are supervised by a Gifted Program teacher at all times. Next year each teacher will be able to handle only 28 students, therefore, we would not be able to provide supervision. High school students could not be given the responsibility of teaching classes. Mrs. Moon met with Dr. Estes and Dr. Jordan and they agreed that it would be impossible to use the Gifted Program.

2. Expand Professional Library to include a curriculum resources center:

   Mrs. Moon met with library personnel. The Dewey Decimal System would require that our materials would come under different categories and they could not maintain a separate collection. They will not have personnel to hold it together or manage it separately.

3. House materials at some available location and designate somebody to maintain it:

   Groups/individuals could come for review of material and staff development if anyone could conduct in-service and maintain collection.

Mrs. Woodward asked what administrative assistance could be given in area offices and would there be space there to house materials.

Mrs. Moon stated that probably a place would not be as much a problem as is the problem of someone to look after collection and add to it.

Mrs. Levin suggested exploring the possibility of obtaining volunteers from State Department Volunteer Services which are non-salary. It was explained that this would not enhance the utilization nor would it provide staff development when needed.

Mrs. Woodward stated this it could be a component of inservice programs.

Council agreed that if a person could not be assigned that at least space and materials for in-serivce should be provided.

Mr. Jee asked if there was an estimate on cost. It was explained that it would require part of a qualified person. The whole concept needs to be made clear to make decision. Social science and language arts curriculum is in process of being evaluated and as we talked to people in the schools they pretty well agreed that ethnic studies is the best thing for 7th grade core curriculum.

Committee was reminded that it unanimously voted at April meeting to send a committee to the Instructional Advisory Committee of the Board to discuss the possibility of housing an Ethnic Center that would be available for staff development and curriculum development. It was decided to delay this until the proposal was reviewed with Dr. Crim, thus following correct procedures.

Mr. Jee appointed a committee in case meeting with Dr. Crim is not successful. The following were chosen to serve on stand by committee: Mr. Henry Jee, Dr. Hubert Ross, Dr. Floreine Hudson, Mrs. Farrel Thomas, Dr. Alton Hornsby, Mrs. John Economy, Mrs. Margarita Bolet, Dr. Elloulse Collins.

If explanation is needed this committee could go before Superintendent. Question was asked if it would be in order for Advisory Council to frame a letter to Dr. Crim or President of Board. It was decided to wait about letters until Mrs. Woodward met with Dr. Crim.

Mrs. Hamilton made mention that there were a few corrections to be made on draft of Ethnic Center and corrections were made.

Mr. Jee called for report from staff on materials.

Mr. Heller reported that Puerto Rican and Cuban materials have been printed, and ½ of Jewish materials have been printed. Mexican materials are being typed. He stated he had been going into classrooms helping teachers and making presentations.

Mrs. Moon stated there had been alot of requests from Greek community, Spanish community and Jewish people regarding the materials. Mr. Heller stated Rabbi Auerbach plans to use the materials to help converts to Judaism. Temple Sinai, Bureau of Jewish Education, Jewish Welfare Agency and Jewish Center in New York have all requested copies. A copy of the Jewish-American materials will be displayed in July at the Jewish Welfare Federation as an example of what a local school board working in conjunction with the local Jewish ethnic community can produce for the Bicentennial. The Temples have purchased copies of the Jewish slides. When the last ½ of the Jewish materials is typed and printed, it will be sent to council members.

Mrs. Moon reported that Greek materials have been printed. The Greek community has requested that when final draft is completed and slides reproduced that copies be acquisitioned into the Greek Center and church

for their use.

Mrs. Moon also stated that Mrs. Reba Gross, from WETV is developing radio programs which will be broadcast and teachers will also be able to obtain a copy of it if they send in blank tapes. The Atlanta Newspapers through the Public Relations Division conducts a number of workshops, teaching using newspaper to college methods teachers. One of the groups worked on concept of ethnicity and reviewed Project materials.

Mrs. Panter reported that she had received a letter from Vanderbilt University regarding the Asian Studies and booklets.

Dr. Ross suggested that any requests that the staff has should be summarized so that if we need the information later. Files have been kept. Mrs. Moon reported that there have been about 70 requests for information which were answered with a form letter stating that materials will be available later.

Mr. Heller stated we need to exchange materials with other projects such as Minneapolis.

Mrs. Panter reported that she has visited all of the pilot schools, and also another elementary school, Toomer, where she talked to all of the students. Some of the pilot school students visited a Japanese restaurant and used some of the vocabulary they had learned.

Mrs. Heller reported that his visits to schools have been very rewarding and groups showed interest. They seem to be learning and the teachers are all working very hard.

Mrs. Henson reported that in going into schools she found what she had believed from the beginning that since Afro-Americans had been here 355 years there was no uniqueness. She has tried to instill in the black children that they are a part of this country and they have a beautiful heritage. She did not wear the Afro costumes to the classrooms because it would not be telling the truth since Afro-Americans have developed their own heritage here. All but one school attended the dance program at Spelman. We have been taking pictures and hope to have slide presentation. Teachers have taken pictures.

Mrs. Moon reported that staff would meet last time with pilot teachers on May 26 for feedback conference. We will have evaluation of materials and staff development on all of the ethnic groups and will revise according to the feedback we get.

Mr. Jee stated 18 members were in attendance at meeting out of 28.

Mrs. Moon responded that one problem was that two of Advisory Council members are teachers and several are out of the country. We do communicate with them and call everybody each month.

Mrs. Hamilton said she would like to compliment staff and Mrs. Moon for the tremendous work that has come into development and being in language and can see use for it in language classes. It not only serves as a resource for ethnic heritage but a resource for communication specialist.

Mrs. Moon stated that there was only one more Advisory Council meeting and she would like to get everyone for that meeting. We have received a

module for assisting with analysis of materials developed by Title IX Project in California. It is one of the best curriculum materials identified and program analysis can be secured. It shows how to evaluate materials and what you might look for and what to evaluate. We would like to place it in ethnic center for others to use.

Dr. Estes stated his regrets for being late for the meeting and said he had great interest in what the project is trying to do here. He hope that these materials and this kind of understaning will be a part of all children next year and the years to come.

There being no further questions or comments the meeting adjourned at 2:30 p.m.

MINUTES: ETHNIC HERITAGE ADVISORY COUNCIL

June 8, 1976

Mr. Henry Jee, Chairman, called the final meeting of the Atlanta Schools Ethnic Heritage Advisory Council to order immediately after the luncheon on June 8, 1976.

It was decided, in view of Dr. Alonzo Crim's remarks to the Council and guests, that it would not be possible to staff an Ethnic Heritage Room or Center next year. Dr. Crim indicated that Ethnic Studies could become an on-going program of studies only if it was justifiable as a part of the regular social science curriculum. Since the social science and language arts curricula are being reviewed, revised and rewritten beginning in a 3 year cycle, it will probably be possible to continue and expand our efforts to make Ethnic Studies the emphasis of the seventh grade level system-wide and this we will attempt to accomplish. Various Council members expressed desire to continue efforts toward establishing an Ethnic Studies Room/Center feeling that if this was not done immediately the thrust of the Project would be lost.

The staff reported that the teacher-training modules would be completed by June 30th and that these, with the support materials, would be available by September 1st.

A request for extension of the Project through September 30th has been granted, to enable us to print and prepare the modules. Each council member will be sent the final materials by September.

Mr. Jee expressed appreciation to the Council for their excellent work and asked that they, in some way, continue their contacts and support.

Mrs. Betty Cantor, Mrs. Ann Woodward and Mrs. Farrel Thomas joined in a resolution commending the staff for their excellent work both with the community and with the teachers and students involved in the pilot program.

The meeting adjourned at 2:45 p.m.

APPENDIX C

RECOMMENDATION

UNANIMOUSLY APPROVED
ETHNIC HERITAGE ADVISORY COUNCIL
MAY 12, 1976

ETHNIC HERITAGE STUDIES RESOURCE ROOM FOR ATLANTA SCHOOLS

To support the integration of ethnic studies into the framework of the regular social studies and literature curriculum and to support better human relations, an essential element in the Atlanta Public Schools Desegregation-Integration plan, we recommend that an Ethnic Heritage Studies Resource Room be established to serve the Atlanta Public Schools.

Rationale for Ethnic Heritage Studies Resource Room:

A comprehensive social science curriculum, K-12, should focus on awareness of the American experience of all ethnic groups, their history and their culture.

The social science curriculum for sixth, seventh and eighth grades is designed to help children understand the nature and development of man as a social being focusing on himself, his relationship with others, his commonalities with people of other cultures and his existence as a contributing member of society. Focusing on people and culture, the emphasis on the concept of "cultural pluralism" is most appropriate at the seventh grade level.

Seventh grade curriculum and support materials now in all middle and some elementary schools relate to people in other lands. The Middle Schools DICEP Center, in cooperation with seventh grade middle school teachers, collected, developed and produced excellent curriculum materials for the seventh grade ethnic studies curriculum in English and social studies for the Atlanta middle schools. Eight middle schools have participated in the DICEP staff development and have acquired the general resources essential to implement the DICEP curriculum. Using this as a base, the Ethnic Heritage Project has expanded this curriculum and has collected and/or developed instructional resources on the five ethnic groups predominant in Metro-Atlanta targeted in our proposal. An extensive staff development program has been piloted and key personnel have been trained. At present, only twelve schools (nine elementary and three middle) have received the benefit of the Ethnic Heritage Project's efforts.

There are approximately sixty-five schools with seventh grades that have not been touched this year and there will be reassignments and personnel changes in schools already involved. In the interests of establishing consistency and accessibility to all teachers and students at this level, the ethnic heritage curriculum and support materials plus the staff development modules would strengthen and update ongoing instruction. An Ethnic Heritage Studies Resource Room would resolve the problem of availability and accessibility and would provide a site for adequate staff development not now available.

An Ethnic Heritage Studies Resource Room would provide:

1. A central collection of all available materials and resources for ethnic and minority studies to enable Atlanta School personnel to review and select suitable materials and develop instructional units and programs for their students.

2. Resource guides and instructional units from which teachers obtain classroom-tested curricula.

3. Adult, teacher and student materials presenting philosophy of ethnic studies and background information on specific ethnic groups.

4. A site for staff development for Atlanta School personnel equipped with the essential materials for quality staff development programs.

The key to the success of the above would be to continue the assignment of a teacher already employed under general funds now working with this curriculum and staff development to work with the teachers, to conduct staff development with the schools concerned and to manage the resource room. There is, at present, no provision for a designated person to continue and expand ethnic studies, to assist teachers in implementation, or to continue contacts with the other ethnic heritage programs and the Metro-Atlanta community resources.

Requests have come from teachers throughout the system for assistance with ethnic studies. The pilot teachers have recommended that all seventh grade teachers have the opportunity to become more aware of ethnicity and the suitable materials and resources available to improve instruction.

The Ethnic Heritage Advisory Council voted unanimously to support the proposal for an Ethnic Heritage Room and for the continued assignment of a professional now currently employed under general funds to be working in this capacity.

Basic Needs for an Ethnic Resource Room would include:

A large classroom or similar space equipped with shelving, locked cabinets, file cabinet, tables, desk and chairs. This could be housed in a vacant classroom in a school, in a vacant space in an area office or some central location. Adequate parking and access to a telephone and audio visual equipment are essential. Duplicating equipment would be desirable.

ATLANTA SCHOOLS ETHNIC HERITAGE PROJECT
1975-1976
Materials Supplied to Each Pilot Center and/or Teacher

ETHNICITY

Quantity	Title	Unit Price
1	J. C. Penney, ETHNIC HERITAGE LIVING MOSAIC, filmstrip/cassette	$4.60
1	J. C. Penney, ETHNIC HERITAGE LIVING MOSAIC, workbook	.35

AFRO

Quantity	Title	Unit Price
1	Guidance Associates, THE SEARCH FOR BLACK IDENTITY, filmstrip/cassette	$48.00
1	R. B. Walter, THE BLACK AMERICAN ACHIEVEMENT POSTER, posters	3.00
1	R. B. Walter, THE BLACK AMERICAN - PAST AND PRESENT, transparencies/masters	5.00
1	Conlam Enterprises, HISTORICAL INTERPRETATIONS OF NEGRO SPIRITUALS, filmstrip/cassette	23.00
4	Xerox Education Publications, PIONEERS AND PLANTERS, booklets	.50
4	Xerox Education Publications, BLACK IN AMERICA, booklets	.50
4	Xerox Education Publications, NEGRO VIEWS OF AMERICA, booklets	.50
4	Xerox Education Publications, THE LOST PROMISE, booklets	.50
4	Xerox Education Publications, THE REIGN OF JIM CROW, booklets	.50
4	Xerox Education Publications, STRUGGLE FOR A NATION'S CONSCIENCE, booklets	.50
4	Xerox Education Publications, PRIDE AND POWER, booklets	.50
1	Educational Design, SILHOUETTES IN COURAGE, teacher manual, masters, tapes	80.50

ASIAN-AMERICAN

Quantity	Title	Unit Price
1	Cambridge Book Company, CHINA - JAPAN - KOREA, book	$2.25

GREEK-AMERICAN

Quantity	Title	Unit Price
1 set	Slides - Greek	$14.00

JEWISH-AMERICAN

Quantity	Title	Unit Price
1	KTAV Publishing House, HEROES OF AMERICAN JEWISH HISTORY, book	$3.50
1 set	Slides - Jewish Culture	18.36
1	Anti-Defamation League, KIT OF JEWISH CULTURE	10.00
1	CBS, ISRAEL'S GREATEST HITS, record	6.95
1 set	Tapes (3), Jewish Leaders - 3 interviews	2.57

SPANISH-AMERICAN

Quantity	Title	Unit Price
1 set	Slides - Mexican	$18.36
1	Continental Press, READING EXERCISES ON THE HISTORY AND CULTURE OF PUERTO RICO	1.00
1	Society for Visual Education, MIAMI'S CUBAN COMMUNITY, filmstrip and cassette	26.50
1	Spanish Simulation - Big Cat	.89

SCHOOL _____ DATE _____

RECEIVED BY _____

ATLANTA PUBLIC SCHOOLS

INSTRUCTIONAL SERVICES CENTER
2930 FORREST HILL DRIVE, S.W.
ATLANTA, GEORGIA 30315

Office of
Assistant Superintendent
for Instruction

Dear

You have been recommended to the Atlanta Public Schools Ethnic Heritage Project staff as a possible resource person who might be willing to occasionally volunteer to talk to and work with classes who are studying your ethnic group.

We are planning to produce a list of organizations and/or volunteers with specific information citing what each can present to students, times available, how to contact, etc.

Our purpose is to make our students aware of and knowledgeable about the similarities and differences of all peoples (customs, beliefs, status and sex roles, etc.).

Our students are studying the history and cultural uniqueness (foods, clothing, shelter, religious practices), the fine arts that are peculiar to the culture (dance, music, artifacts, etc.), cultural values, the roles and contributions of the different ethnic groups in the U.S. and the Americas, etc.

Maybe you have slides and artifacts showing life in the native country that would help our students see the geography and the way of life of your country, or would increase our understanding of your ethnic group in the United States.

If you are willing to be listed as a volunteer, would you please describe what you would be willing to do and when you would be available and return this in the enclosed envelope.

Name _____

Address _____
(Street)

City _____ Zip Code _____

Telephone _____

Over

Describe briefly what you would be willing to present.

I would be willing to work with Primary _____ / Intermediate _____ / Middle _____ / High School _____ classes.

I am not able to volunteer at this time _____.

If you can give us names and addresses or phone number of organizations, offices or people who could help us, please list below.

Thank you for helping us. We are anxious to help our students better understand all peoples and be better prepared to live in today's world.

Sincerely,

Jeannette B. Moon, Coordinator
Social Science and Ethnic Heritage Project

JBM:vt

Proposed February 11, 1976

ATLANTA SCHOOLS ETHNIC HERITAGE STAFF DEVELOPMENT PLAN

Wednesday, February 25, 1976

Rationale for project and pilot program - 7th grade

Pre-evaluation of participants

Content: ethnicity
cultural pluralism
stereotyping

Thursday, February 26, 1976

Discussion and questions concerning first day

10:00 - 3:00 p.m. - Asian-American culture and history including Asian foods luncheon

Tuesday, March 2, 1976

Afro-American history and culture

Wednesday, March 3, 1976

Jewish-American history and culture

Greek-American history and culture

Participants will decide on a 5th day of in-service in March after instruction has begun, for Spanish-American history and culture and for working out logistics and problems.

Ethnic Studies will be taught 3rd quarter, March 15th through May 7th, approximately 8 weeks. Teachers will return for an in-service day the second week in May for post-evaluation and critique.

The following are the pilot centers and teachers:

Area I

Ms. Ernestine Banks, Area I Resource Teacher
Mr. James Carter, Oglethorpe Elementary
Ms. Anne O'Kelley, Peyton Forest Elementary
Mrs. Clifford Floyd, Grove Park Elementary
Mrs. Lillie Saulsbury, Grove Park Elementary

Area II

Mr. Lovette Hood, Area II Resource Teacher
Mr. Oliver Banks, Gideons Elementary
Ms. Barbara Naylor, Tull Waters Elementary
Mr. William Drake, Long Middle
Mr. Dennis Jones, Long Middle

Area III

Mrs. Willie Mae Poetter, Area III Resource Teacher
Ms. Mattie Navarro, Pitts Elementary
Ms. Myrtice Williams, Boyd Elementary
Ms. Nell Jernigan, O'Keefe Middle
Ms. Caronelle Landis, O'Keefe Middle

Area IV

Mrs. Bonnie London, Area IV Resource Teacher
Ms. Shelia Springs, Gordon Elementary
Mr. John McClennan, Moreland Elementary
Mrs. Joyce Miller, King Middle
Mrs. Helen Jackson, King Middle

ETHNIC HERITAGE PROJECT STAFF DEVELOPMENT

Wednesday, February 25, 1976

8:30 a.m. - Coffee and Conversation

8:45 a.m. - Why We Are Here - Staff

9:15 a.m. - Research and Evaluation - Dr. Lowrie Fraser

10:15 a.m. - Break

10:30 a.m. - X-ians - Mrs. Veleria Henson

11:00 a.m. - Living Mosaic - Mr. Arnold Heller

11:45 a.m. - Lunch

12:45 p.m. - Ethnic Mix - Mrs. Keiko Panter

1:45 p.m. - Concepts Essential to Ethnic Comprehension - Staff

Ethnic Heritage Staff

Dr. Sidney H. Estes, Assistant Superintendent
Dr. Lowrie Fraser, Research & Evaluation
Mr. Arnold Heller, Released Teacher - West Fulton
Mrs. Veleria Henson, Released Teacher - Adamsville
Mrs. Jeannette Moon, Coordinator of Social Science
Mrs. Keiko Panter, Released Teacher - Carter Woodson

ETHNIC HERITAGE PROJECT STAFF DEVELOPMENT

Thursday, February 26, 1976

Asian-American Studies

Mrs. Keiko Panter (project staff)

10:00 - 10:30	General Introduction of Asian-American History (Chinese, Koreans and Japanese) in this country.
10:30 - 11:15	Introduction of Chinese History and Culture (by Mrs. Chen)
11:15 - 12:00	Introduction of Korean History and Culture (film) (by Mrs. Jee)
12:00 - 1:00	Lunch

Please use chop sticks for your lunch. (We provide forks for emergency.)

Menu

Pul Ko Ki (Korean beef barbecue)
Ebi Tempra (Japanese fried shrimp)
Chop Suey (Chinese beef and vegetables)
Fried Rice and Chinese Bread
Ice Tea
Fortune Cookies (for dessert)

1:00 - 1:30	Comparative Culture (Costume, Music and Communication)
1:30 - 2:15	Introduction of Japanese History and Culture "Origami" (paper folding) and "Calligraphy" (by Mrs. Yoshimura and Mrs. Kakitani)
2:15 - 2:30	Recess
2:30 - 3:00	Questions and Answers

ETHNIC HERITAGE PROJECT STAFF DEVELOPMENT

TUESDAY, MARCH 2, 1976

AFRO-AMERICAN ETHNIC HERITAGE

Mrs. Veleria Henson
Project Staff

8:30 a.m. - 8:45 a.m. - Coffee

8:45 a.m. - 9:15 a.m. - Overview of Afro-American Historical and Cultural Heritage

9:15 a.m. - 9:45 a.m. - Sensitivity to Afro-American Heritage - (group discussion)

9:45 a.m. - 10:00 a.m. - Break

10:00 a.m. - 10:30 a.m. - Selection and Utilization of Teaching materials on Afro-American Heritage by Dr. Gloria Blackwell

10:30 a.m. - 12:00 noon - An exposition of resource packet materials and instructional strategies (by Dr. Gloria Blackwell and Mrs. Henson, with group participation)

12:00 noon - 1:00 p.m. - Lunch - Afro-American "Soul Foods"

1:00 p.m. - 2:45 p.m. - Development of learning experiences lessons and learning centers on Afro-American Heritage (small group activities)

2:45 p.m. - 3:00 p.m. - Discussion and evaluation

ETHNIC HERITAGE STUDIES STAFF DEVELOPMENT

March 3, 1976

12:00 - 1:00 - Greek Luncheon with History and Demonstration on Preparation of Greek Foods - Mrs. Angela Ioannides

1:15 - 3:15 - What Is Important to Know About the Greek Culture - Mr. Demetrius Mazacoufa and Staff

The Family as Central to Greek Culture

History and Artifacts

Slide Presentation - Old and New

Language and Non-verbal Communication

Greek Dancing Demonstration - Mr. Roy Ioannides and Students

The Greek Community in Atlanta Reminisces - from an 80 year old Greek - from Mr. Roy Ioannides who immigrated to the U.S. 20 years ago
- from Sofie Poulas who immigrated 4 years ago

The Family and the Church is the Greek Community

ETHNIC STUDIES PROJECT STAFF DEVELOPMENT

Atlanta Schools Instructional Services Center

March 30, 1976

8:30 a.m. - Coffee and Conversation

8:45 a.m. - Hispanic Culture - Cuban

Mrs. Margareta Bolet, Curriculum Consultant and Ethnic Heritage Advisory Council

Mrs. Marta Fernandez, Ethnic Heritage Advisory Council

Mrs. Dulce Garcia, Spanish Teacher - Atlanta Schools

Hispanic Culture - Mexican and Puerto Rican

Mr. Arnold Heller and Staff

12:00 noon - Spanish Luncheon

Dancers - Marian Lasso and

1:00 p.m. - Wrap-Up:

What is essential to all five groups?

The Student Test

Community Resource Persons - What are our needs and what procedures should be followed?

What other questions need to be considered?

Procedural Matters:

Materials - list check and signatures

China materials

Music

Transparencies?

Feedback Conference - May 26th?

Evaluation - Dr. Lowrie Fraser

DIVISION OF INSTRUCTIONAL PLANNING AND DEVELOPMENT
ATLANTA PUBLIC SCHOOLS
PROGRAM DEVELOPMENT

M E M O R A N D U M

May 13, 1976

TO: Ethnic Heritage Pilot Teachers and Area Resource Teachers

FROM: Ethnic Heritage Staff

Feedback Workshop - Wednesday, May 26, 1976, 8:30 a.m. - 3:00 p.m.
Instructional Services Center

We realize that you have not been able to utilize all the materials provided by the Project in the short time allotted. Some have been able to do more than others. Your constructive criticism and your frank evaluation on all materials and the staff development sessions are essential so that adequate revisions can be made in the three weeks remaining after May 26th. We also request your suggestions for better and/or additional materials you have located.

I. Please bring the following:

1. One edited and critiqued set of the materials developed by the staff. Your reactions written on each page as you have read and used them will be invaluable and essential. You will be sent a set of the final revised materials when produced this summer.

2. Illustrations (brief show and tell) of what went best with your class, your adaptations to make the materials useful to students, etc. Please help us here.

II. Please be prepared to discuss in detail in relation to each of the five ethnic groups:

1. What "worked" best?

2. What "worked" the least?

3. Could the objectives, when stated, be accomplished?
—too simple?
—too difficult?
—not related to the material?

4. How can this best be incorporated into a multi-discipline approach to language arts/social science/humanities curriculum at seventh grade level?

5. How can the project curriculum materials best supplement the existing language arts and social science texts and materials?- - - - Or alternatives?

(over)

III. What changes in format are necessary to make the resource materials useable?

IV. Staff Development Discussion:

1. If a staff development program could be made available to each seventh grade teacher, what would you consider to be absolutely essential?

   This would take a minimum _____ days or _____ hours to accomplish.

2. What should be added if time was available to prepare and support a year-long ethnic studies curriculum?

3. Comments/suggestions/alternatives.

V. We plan the following format on May 26, 1976.

8:30 - 8:45	Coffee and Conversation
8:45 - 9:45	Evaluation and General Discussion
9:45 - 10:00	Break
10:00 - 12:00	Evaluation Discussion: Greek-American, Hispanic-American and Afro-American
12:00 - 1:00	Lunch
1:00 - 2:15	Evaluation Discussion: Jewish-American and Asian-American
2:15 - 3:00	Staff Development and Curriculum Implications

EVALUATION

1. How involved did you feel in the today's activities?

   Not at all Very much

   1 2 3 4 5

2. To what extent do you feel you have acquired new knowledge or skill which will be of assistance to you in the future?

   Not at all Very much

   1 2 3 4 5

3. The activities scheduled to accomplish program objectives during this session were

   Too Few Irrelevant Sufficient Stimulating Too Many

4. The activity I found most valuable was

5. The activity I found least valuable was

6. I would like to know more about

Directions: Read each item carefully and circle the phrase which best expresses your feeling about the statement. Work rapidly. Be sure to answer every item.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	There is one right way to live, to believe, and to behave.	SA	A	U	D	SD
2.	The multiethnic curriculum should help students develop their decision-making abilities, social participation skills, and sense of political efficacy as necessary basis for effective citizenship in an ethnically pluralistic nation.	SA	A	U	D	SD
3.	Differences equal deficits.	SA	A	U	D	SD
4.	The multiethnic curriculum should help students develop skills necessary for effective interpersonal and interethni group interactions.	SA	A	U	D	SD
5.	Differences are strange and therefore to be feared, avoided, or simply tolerated.	SA	A	U	D	SD
6.	The multiethnic curriculum should promote values, attitudes, and behaviors which support ethnic pluralism.	SA	A	U	D	SD
7.	Ethnic groups tend to be isolated from the main stream of American society.	SA	A	U	D	SD
8.	All people in the United States have a common experience.	SA	A	U	D	SD
9.	The multiethnic curriculum should help students to view and interpret events, situations, and conflict from diverse ethnic perspectives and points of view.	SA	A	U	D	SD
10.	People must learn to share their heritage.	SA	A	U	D	SD
11.	We are all ethnics; we are all members of a minority group.	SA	A	U	D	SD
12.	Stereotypes are difficult to refute.	SA	A	U	D	SD
13.	The multiethnic curriculum should conceptualize and describe the United States as a multi-directional society.	SA	A	U	D	SD
14.	Ethnic pluralism should permeate the total school environment.	SA	A	U	D	SD
15.	Schools should foster the study of ethnic group languages and dialects as legitimate communication systems.	SA	A	U	D	SD

APPENDIX I

SEMANTIC DIFFERENTIAL INSTRUCTIONS

On the following pages there are pairs of opposite words underneath the capitalized name of a group of people. Between each of the pairs of opposites there are 7 numbers. You are to circle one number that is between the two opposite words. The circle should indicate how you feel about the group. In the following example, a circle has been placed to illustrate how someone would place the circles if he thought that teachers were very bad, very slow, and neither cruel nor kind:

TEACHERS

GOOD	1 2 3 4 5 6 (7)	BAD
SLOW	(1) 2 3 4 5 6 7	FAST
CRUEL	1 2 3 (4) 5 6 7	KIND

On the following pages place your circle marks rapidly. What is wanted is your first impression. There are no "right" or "wrong" answers. Be sure to circle only one number for each pairs of words. Do not skip any pairs of words or pages.

AFRO-AMERICANS

Passive	1 2 3 4 5 6 7	Active
Violent	1 2 3 4 5 6 7	Non-violent
Mature	1 2 3 4 5 6 7	Child-like
Superstitious	1 2 3 4 5 6 7	Scientific (non-superstitious)
Dependent	1 2 3 4 5 6 7	Independent
Bright	1 2 3 4 5 6 7	Dull
Lazy	1 2 3 4 5 6 7	Hard-working
Lawless	1 2 3 4 5 6 7	Law-abiding
Disorganized	1 2 3 4 5 6 7	Systematic
Strong	1 2 3 4 5 6 7	Weak
Immoral	1 2 3 4 5 6 7	Moral
Non-religious	1 2 3 4 5 6 7	Religious
Ambitious	1 2 3 4 5 6 7	Apathetic
Sly	1 2 3 4 5 6 7	Straightforward
Trustworthy	1 2 3 4 5 6 7	Unreliable
Excitable	1 2 3 4 5 6 7	Poised

Comments:

ASIAN-AMERICANS

Passive	1 2 3 4 5 6 7	Active
Violent	1 2 3 4 5 6 7	Non-violent
Mature	1 2 3 4 5 6 7	Child-like
Superstitious	1 2 3 4 5 6 7	Scientific (non-superstitious)
Dependent	1 2 3 4 5 6 7	Independent
Bright	1 2 3 4 5 6 7	Dull
Lazy	1 2 3 4 5 6 7	Hard-working
Lawless	1 2 3 4 5 6 7	Law-abiding
Disorganized	1 2 3 4 5 6 7	Systematic
Strong	1 2 3 4 5 6 7	Weak
Immoral	1 2 3 4 5 6 7	Moral
Non-religious	1 2 3 4 5 6 7	Religious
Ambitious	1 2 3 4 5 6 7	Apathetic
Sly	1 2 3 4 5 6 7	Straightforward
Trustworthy	1 2 3 4 5 6 7	Unreliable
Excitable	1 2 3 4 5 6 7	Poised

Comments:

GREEK-AMERICANS

Passive	1 2 3 4 5 6 7	Active
Violent	1 2 3 4 5 6 7	Non-violent
Mature	1 2 3 4 5 6 7	Child-like
Superstitious	1 2 3 4 5 6 7	Scientific (non-superstitious)
Dependent	1 2 3 4 5 6 7	Independent
Bright	1 2 3 4 5 6 7	Dull
Lazy	1 2 3 4 5 6 7	Hard-working
Lawless	1 2 3 4 5 6 7	Law-abiding
Disorganized	1 2 3 4 5 6 7	Systematic
Strong	1 2 3 4 5 6 7	Weak
Immoral	1 2 3 4 5 6 7	Moral
Non-religious	1 2 3 4 5 6 7	Religious
Ambitious	1 2 3 4 5 6 7	Apathetic
Sly	1 2 3 4 5 6 7	Straightforward
Trustworthy	1 2 3 4 5 6 7	Unreliable
Excitable	1 2 3 4 5 6 7	Poised

Comments:

HISPANIC-AMERICANS

Passive	1 2 3 4 5 6 7	Active
Violent	1 2 3 4 5 6 7	Non-violent
Mature	1 2 3 4 5 6 7	Child-like
Superstitious	1 2 3 4 5 6 7	Scientific (non-superstitious)
Dependent	1 2 3 4 5 6 7	Independent
Bright	1 2 3 4 5 6 7	Dull
Lazy	1 2 3 4 5 6 7	Hard-working
Lawless	1 2 3 4 5 6 7	Law-abiding
Disorganized	1 2 3 4 5 6 7	Systematic
Strong	1 2 3 4 5 6 7	Weak
Immoral	1 2 3 4 5 6 7	Moral
Non-religious	1 2 3 4 5 6 7	Religious
Ambitious	1 2 3 4 5 6 7	Apathetic
Sly	1 2 3 4 5 6 7	Straightforward
Trustworthy	1 2 3 4 5 6 7	Unreliable
Excitable	1 2 3 4 5 6 7	Poised

Comments:

JEWISH-AMERICANS

Passive	1 2 3 4 5 6 7	Active
Violent	1 2 3 4 5 6 7	Non-violent
Mature	1 2 3 4 5 6 7	Child-like
Superstitious	1 2 3 4 5 6 7	Scientific (non-superstitious)
Dependent	1 2 3 4 5 6 7	Independent
Bright	1 2 3 4 5 6 7	Dull
Lazy	1 2 3 4 5 6 7	Hard-working
Lawless	1 2 3 4 5 6 7	Law-abiding
Disorganized	1 2 3 4 5 6 7	Systematic
Strong	1 2 3 4 5 6 7	Weak
Immoral	1 2 3 4 5 6 7	Moral
Non-religious	1 2 3 4 5 6 7	Religious
Ambitious	1 2 3 4 5 6 7	Apathetic
Sly	1 2 3 4 5 6 7	Straightforward
Trustworthy	1 2 3 4 5 6 7	Unreliable
Excitable	1 2 3 4 5 6 7	Poised

Comments:

ETHNIC HERITAGE TEST

STUDENT'S DIRECTIONS

On each of the following questions, "black out" the correct answers on your green answer sheet. "Black in" the circle completely. Do not write on this test booklet. "Black in" T for True; F for False, or the correct letter — A B C D E for each question. Do not mark on this test.

Practice Questions:

1. America contains many ethnic groups. True or False?

2. An ethnic group which has a large community in Miami is

   A. Chinese.
   B. Hispanic.
   C. German.
   D. Japanese.

Test Questions

1. Identify the correct order (from oldest to newest) of Asian immigration to the United States of America.

   A. Chinese, Koreans, Japanese
   B. Koreans, Japanese, Chinese
   C. Japanese, Chinese, Koreans
   D. Chinese, Japanese, Koreans

2. Identify the years which Asians were barred from immigrating to America.

   A. 1924 - 1943
   B. 1924 - 1952
   C. 1924 - 1960
   D. 1924 - 1965

3. Which ethnic group was put in concentration camps during World War II by the United States?

   A. Jewish-Americans
   B. German-Americans
   C. Chinese-Americans
   D. Japanese-Americans

4. Identify the correct order (from largest to smallest) of the size of land of the following nations.

   A. China, USA, Japan, Korea
   B. USA, China, Korea, Japan
   C. Korea, Japan, USA, China
   D. Japan, Korea, USA, China

5. Identify the correct order of the rank (first - fourth) of these four industrialized nations in the world. (Most industrialized to least industrialized.)

   A. USSR, Germany, USA, Japan
   B. Germany, USSR, Japan, USA
   C. USA, USSR, Japan, Germany
   D. USSR, USA, Germany, Japan

6. Identify the two most influential religions in China, Korea, and Japan.

   A. Buddhism and Toaism
   B. Buddhism and Confucianism
   C. Confucianism and Shamanism
   D. Confucianism and Christianity

DO NOT MARK ON THIS TEST.

7. Which scale is used for the traditional Asian music?

A. Major scale
B. Minor scale
C. Pentatonic scale
D. Well-temper scale

8. Which country is the origin of "Haiku" (poems) and "Origami" (paperfolding)?

A. The USA
B. Japan
C. China
D. Korea

9. The traditional family relationship in China, Korea, and Japan is

A. female-dominated.
B. elder-dominated.
C. male-female-equally-dominated.
D. male-dominated.

10. The greeting gesture of Chinese, Koreans, and Japanese is usually

A. kiss or hug.
B. shake hands.
C. bow.
D. kneel.

11. Afro-Americans are

A. very dark skinned, inferior people.
B. people of mixed ancestry with various social traits and habits.
C. members of many African tribes.

12. The Civil Rights Movement

A. was an attempt by Afro-Americans to take power from whites.
B. was started to gain equal rights for all Americans.
C. encouraged Afro-Americans to return to Africa.

13. The Emancipation Proclamation

A. freed all slaves.
B. gave America its independence from England.
C. freed only those slaves of the Confederate States.

14. The Fugitive Slave Law was

A. passed to protect slave owners of runaway slaves.
B. a means of helping the Underground Railroad.
C. passed by northern States to help slaves escape from the South.

DO NOT MARK ON THIS TEST.

15. Afro-Americans

A. are "natural-born" dancers.
B. have talents in all of the arts — dance, music, art, performing arts, literature.
C. made contributions to the American culture in music only.

16. The majority of Afro-Americans

A. live in the South.
B. have migrated to the North.
C. have migrated to the western states.

17. Estevanico was

A. a slave who helped the Union Army fight.
B. an explorer with the early Spanish expeditions to the Americas.
C. the first to die in the Revolutionary War.

18. Martin Luther King, Jr.

A. was an abolitionist.
B. taught Afro-Americans to fight violently for equal rights.
C. gave dignity to Afro-Americans by teaching nonviolent rebellion for equal rights.

19. Most Afro-Americans

A. are unskilled workers who live in slums.
B. desire good jobs and an education so that they can succeed.
C. like to fight and are lazy.

20. W. E. B. Dubois and Booker T. Washington were

A. Afro-Americans who believed that all blacks should return to Africa.
B. both great Afro-Americans who believed in equality for other people.
C. the leaders of the "March on Washington, D. C."

21. Greek immigration to the United States can be divided into three distinct time periods. What are the correct periods of time?

A. Pre-Columbian
Colonial
Twentieth Century

B. 1492 - 1800
1800 - 1890
1890 - present

C. 1776 - 1812
1832 - 1922
1922 - present

D. Elizabethan Age
Augustan Age
Modern Age

DO NOT MARK ON THIS TEST. J-4

22. Throughout the history of Greece, the main reasons for Greek emigration to other lands have been

A. the lack of food and water in Greece.
B. A bad economy and a poor labor supply.
C. The scarcity of fertile land and the seafaring nature of the people.
D. The harsh treatment by the Turks and an oppressive central government.

23. Almost all Greeks, because they belong to the Greek Orthodox Church, are

A. Christians.
B. Jews.
C. Moslems.
D. Hindus.

24. Greeks, as a people, have a deep respect for

A. the making of money.
B. the equality of all humans.
C. the royalty of the King of Greece.
D. the sacredness of Mount Olympus.

25. Early Twentieth Century Greek immigrants to America lived in urban rather than rural areas because they

A. wanted to become farmers.
B. needed to be near their churches.
C. could not find work anywhere else.
D. found quick work in the cities.

26. Most of the early Twentieth Century Greek immigrants to the United States came with the idea

A. of staying for a short time, making some money, and returning to Greece.
B. of staying for a long time and becoming American citizens.
C. of staying in America until the wars in Greece were over.
D. of staying for a short time, making some money, and forming other Greek colonies elsewhere.

27. The most important organization formed by Greek-Americans in Atlanta is

A. Greek-American Progressive Association (GAPA).
B. American Hellenic Educational Progressive Association (AHEPA).
C. The Hermes Club.
D. The Association of Greek Americans (AGA).

28. Because of their attitude toward work, most Greeks find it necessary to

A. work for someone else.
B. work in factories.
C. open their own business or go into professional fields.
D. develop alternatives to work.

DO NOT MARK ON THIS TEST.

29. For the most part, the story of Greeks in America has been a success story. The underlying reason for this success has been

A. hard work.
B. a strong sense of ethnic unity.
C. a strong feeling of cultural pride.
D. all of the above.

30. The quality that keeps the Greek-American community together is its

A. sense of national pride.
B. feeling of cultural uniqueness.
C. concepts of ethnic heritage.
D. strong sense of family, both nuclear and extended.

31. The three largest Hispanic-American ethnic groups in the Atlanta Metropolitan area are the Mexican-Americans, Puerto-Rican Americans, and Cuban-Americans. True or False?

32. The lifestyles and cultures of all three ethnic groups are entirely similar because of their Hispanic origin. True or False?

33. Hispanic-American ethnic groups have immigrated to America for these basic reasons.

A. To play major league sports
B. For better economic opportunities and political freedom
C. To learn English and give up their Hispanic culture
D. To drive cars and live in suburbs

34. The religion of the majority of most Hispanic-Americans is

A. Judaism.
B. Methodist.
C. Roman Catholic.
D. Protestant.
E. Buddhist.

35. Identify the unique political status of Puerto Rico.

A. Nation
B. State
C. City
D. Commonwealth

36. Identify the names of Hispanic-Americans who have contributed to America in music, performing arts, and sports.

A. Joe Dimaggio, Pablo Picasso, John Steinbeck
B. Carlos Santana, Ricardo Montalban, Rod Carew
C. Pablo Cosals, Johnny Rodriguez, Alex Karras

37. Which body of water washes upon the shores of Cuba, Puerto Rico, and Mexico?

A. Red Sea
B. Pacific Ocean
C. Caribbean Sea
D. Indian Ocean

DO NOT MARK ON THIS TEST.

38. Hispanic-Americans speak which language as a native language?

A. Portuguese
B. Spanish
C. French
D. German

39. The weather in Cuba, Puerto Rico, and Mexico can be described as

A. cold, with four seasons.
B. tropical, with two seasons — wet and dry.
C. continuous rain.
D. constant sunshine.

40. Each of the three Hispanic-American groups — Puerto Rican-Americans, Cuban-Americans, and Mexican-Americans have settled in a particular area of the United States. Identify the three basic areas of settlement.

A. The midwest, Portland, and Washington
B. The northwest, Kansas City, and Maine
C. The northeast, south Florida, and the southwest
D. The southeast, Memphis, and the northwest

41. A Jew is any person born to a Jewish mother or who converts to Judaism. True or False?

42. The Jewish people immigrated to America and Atlanta to seek greater economic opportunity and/or for religious freedom. True or False?

43. Identify in the correct order the names of the four important Jewish holidays that celebrate: the Jewish New Year, the Jewish day of atonement (God's forgiveness), the day the Jews fled Egyptian slavery, and the miracle of a single jar of oil burning for eight days — in that order.

A. Arbor Day, Rosh Hoshanah, Easter, Passover
B. Rosh Hoshanah, Easter, Yom Kippur, Passover
C. Hanukkah, Passover, Yom Kippur, Easter
D. Rosh Hoshanah, Yom Kippur, Passover, Hanukkah

44. There are two basic types of Jews in America and Atlanta — Ashkenazim and Sephardic. These groups immigrated from the central and southern sections of the continent of

A. China.
B. Africa.
C. Europe.
D. South America.

45. Jews may be <u>best</u> described as

A. people who live by the laws of Moses.
B. merchants who value work and success.
C. people who highly value education.
D. religious — ethnic group who value piety, education, hard work, and success.

DO NOT MARK ON THIS TEST.

46. One of the Commandments of God given to Jews is:

A. They are forbidden to eat pork.
B. They are forbidden to drink wine.
C. They must eat chicken on Friday nights.
D. They are forbidden to eat white bread.

47. Identify the correct answer which lists the names of the three Jewish-Americans who became famous by (1) helping to develop the atomic bomb and end World War II, (2) was Secretary of Labor, a Supreme Court Justice, and Ambassador to the United Nations, and (3) recently entered the Baseball Hall of Fame as a left-handed pitcher.

A. Al Jolson, Earl Warren, Warren Spahn
B. Albert Camus, Warren Burger, Earl Williams
C. Albert Einstein, Arthur Goldberg, Sandy Kuofax
D. Albert King, Arthur Haley, Andy Messersmith

48. Identify the correct answer which lists the names of Atlanta's first Jewish mayor, first Jewish congressman, and first Jewish police chief.

A. Maynard Jackson, Andrew Young, Herbert Jenkins
B. Ivan Allen, Jimmy Carter, John Inman
C. Sam Massell, Elliot Levitas, Reginald Eaves
D. William Hartsfield, Herman Talmadge, Lester Maddox

49. Jewish people have suffered prejudice in Atlanta. Identify the correct answer which shows the two ways that Jews have been discriminated against.

A. Segregated and denied voting rights.
B. A man was lynched, and a place of worship bombed.
C. Could not practice religion or speak Hebrew.
D. Could not support Israel or have Bar Mitzvah ceremonies

50. Identify the correct answer which lists the two largest groups of Jewish-Americans living in poverty.

A. Young and nonbelievers.
B. Elderly and very religious (Orthodox).
C. Adults and Reform Jews.
D. Middle age and children.

DO NOT MARK ON THIS TEST.